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ABSTRACT

This ninth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers help in developing the skills and attitudes they need to maintain productive, positive relationships with the educators and staff they will be working with as vocational teachers. The terminal objective for the module is to work with state and local educators while working in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

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ED154217

MODULE

G-9

Work with State and Local Educators

MODULE G-9 OF CATEGORY G—SCHOOL-COMMUNITY RELATIONS
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
University of Georgia
Athens, Georgia 30602

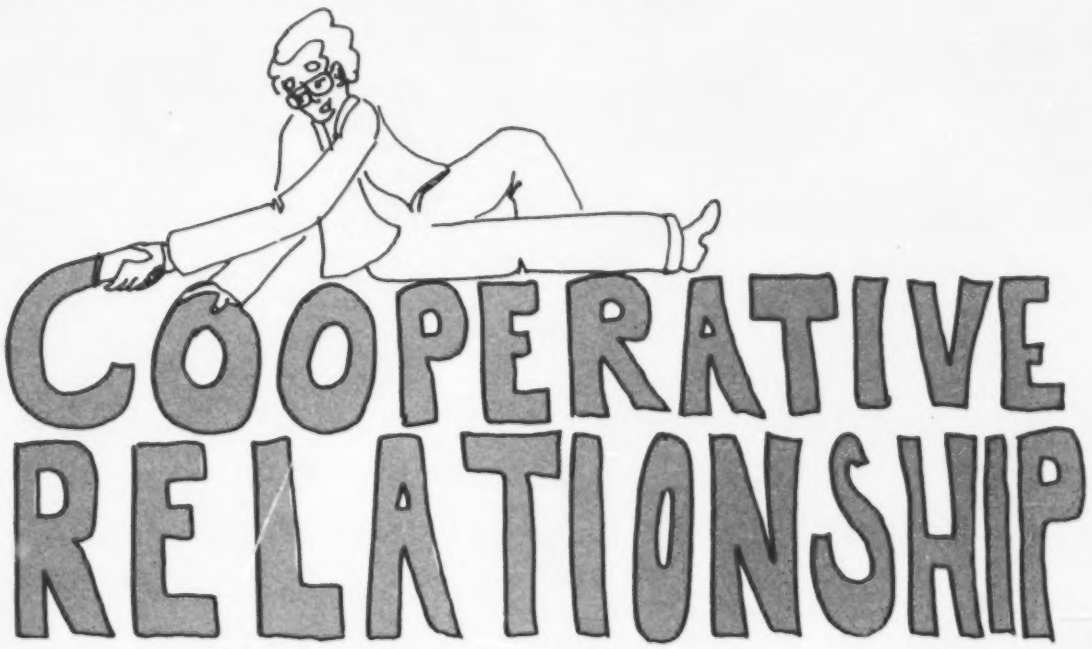
The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

The responsibilities of the vocational teacher extend beyond the classroom or laboratory to the **wider educational community.** The educational system is made up of a variety of individuals and groups working to help students become functioning members of society. All these persons need to be able to work with, not against, each other if this goal is to be met. You are part of this educational community, and as such, you need to maintain cooperative relationships with the faculty, administration, and staff of your school and of other schools, and with state department personnel.

In order to establish a cooperative relationship, you must be able to communicate effectively with others, and you must treat them with the same kind of respect you expect from them. You must be willing to help a fellow faculty member if necessary; share your own time, resources, and ideas with others; and seek and accept opportunities to work with other educators to improve instruction and the educational system as a whole. Cooperation works both ways—the educators you work with will, in turn, become resources for you as you seek to improve your classroom teaching and to grow professionally.

This module is designed to assist you in developing the skills and attitudes you need to maintain productive, positive relationships with the educators and staff you will be working with as a vocational teacher.



ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, work with state and local educators. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 28–30 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the basic concepts involved in working with state and local educators (*Learning Experience I*).
2. Given case studies describing how three teachers worked with other educators, critique the performance of those teachers (*Learning Experience II*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

An experienced teacher with whom you can discuss cooperative relationships with other educators.

Learning Experience II

Required

Peers to work with you in discussing and critiquing case studies (required only if you select this alternate activity).

Learning Experience III

Required

An actual school situation in which you can work with state and local educators.

A resource person to assess your competency in working with state and local educators.

This module covers performance element numbers 257, 258, 267–269 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE Module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the basic concepts involved in working with state and local educators.

You will be reading the information sheet, Cooperating with Other Educators, pp. 6–10.

You may wish to interview an experienced vocational teacher concerning his/her experience in working with state and local educators.

You will be demonstrating knowledge of the basic concepts involved in working with state and local educators by completing the Self-Check, pp. 11–12.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 13–14.

Activity

For information about cooperating with other schools, state department personnel, faculty, administrators, and supporting staff, read the following information sheet:

COOPERATING WITH OTHER EDUCATORS

Because the relationship between teachers and their students has both immediate and long-term effects on those students and the quality of their education, this aspect of the educational process justifiably receives a great deal of attention in any teacher education program. But, there are many other relationships within our educational system which can and do have an impact on the kind and quality of education students receive. Interchanges of ideas and people between schools, personal and professional cooperation within schools, and liaison between school and state department personnel are continuing relationships which directly and indirectly affect our efforts to help students learn.

The key to success in these relationships is the attitude of the people involved. That is, if teachers think of themselves as isolated individuals among other isolated individuals and of their classrooms or schools as independent of the educational process as a whole, they may seriously limit their own professional growth and their ability to bring accurate, relevant information and skills to students.

There are a great many resources of organized educational expertise and assistance from which you can draw for the improvement of your vocational programs. Material resources and professional help may be available from the bureau of vocational education in the state department of education, from many segments of the local school system, or from the faculty and staff of your own school.

Your program can benefit from these resources if you know what is available, and who the people are who can help you. You, in turn, may find many opportunities to contribute to the educational efforts of your colleagues. Good personal and professional relationships and communication will be of great value to you as you work with others for the improvement of education.

There are four major types of cooperative relationships you will need to maintain as a vocational teacher.

- liaison with personnel in the state department of education
- good relations with personnel in other schools in your area
- cooperative working relationships with the faculty and administration of your school
- friendly working relationships with your school's supporting staff

Liaison with the State Department

Generally, your contact with the state department will include three types of activities: **attending workshops and meetings** conducted by state department personnel, **supplying information** to them when requested, and **requesting information** from them when needed. A home economics teacher, for example, might take part in a state-department-sponsored curriculum development workshop focusing on developing a program and materials for disadvantaged homemakers. Another teacher might attend a meeting called by the state department to examine the state plan for vocational education. At this meeting, teacher input might be sought in writing a proposal to obtain newly available federal funds for vocational education.

Following are some examples of the many kinds of contacts with the state department you may and should maintain as a vocational teacher.

- attending state conferences and workshops for inservice teacher education
- preparing proposals for funding programs
- requesting assistance from state personnel when new programs are being considered
- requesting a state consultant to evaluate and assist in improving programs in your school
- participating in research projects either originated or coordinated by state specialists
- assisting as a member of evaluation teams for local programs
- responding to requests to assist with curriculum projects
- answering requests for information included in general correspondence
- providing information and material on new programs for state education publications
- providing the state department with pictures, clippings, and information about your local school program
- cooperating with the state advisor of the student vocational organization and responding to special requests
- inviting state personnel to attend advisory committee meetings and other special events in the program
- joining and participating in professional organizations
- completing report forms accurately and promptly
- serving on committees for state conferences and other activities sponsored by the state department

Relationships with Other Schools

One vital part of relating to other schools is that of **articulation.** Vocational programs in secondary and post-secondary schools depend to a considerable extent on the lower schools to guide prospective students toward vocational education. It is vital, therefore, that good relations and communications be maintained among these schools.

The "feeder schools" will be able to counsel their students about possible vocational training only if they have accurate and up-to-date information about job opportunities and available programs. You can help by maintaining personal contact with school personnel, providing brochures and announcements, and arranging for faculty of other schools to visit the vocational program (e.g., during an open house) to learn more about it.

Maintaining good relations with other schools means more than "public relations" activities. Cooperating with other schools in activities of mutual benefit, inviting other schools to attend special programs and activities, and generally keeping lines of communication open with other faculties and administrations, can expand the resources available to you as an educator (people, ideas, facilities, materials, etc.). Cooperation also fosters the kind of atmosphere in which helping students learn is a shared effort.

Maintaining this kind of relationship may mean simply picking up the telephone and sharing some idea, problem, or bit of news with a teacher at another school. For example, you might inform another teacher of an employment opportunity for students of which this teacher might not be aware. It could mean planning joint field trips or work-

shops, or exchanging instructional units, or traveling together to professional meetings. Youth organizations from two or more schools might conduct a joint initiation, or plan a program together in which a top resource person is brought in to speak.

If you give it some thought, and talk to peers and experienced teachers, you can probably come up with many other ways in which good relations are or could be maintained with other schools.

Vocational teachers in large urban areas will maintain a relationship with their local school systems that is much the same as that described for the state department of education. The teacher will attend local meetings and workshops, will work with other teachers on local curriculum projects, and will receive evaluation and assistance from local vocational supervisors and coordinators. In general, supervision and program improvement efforts at the local level tend to be more directive, while the work of the state department is more advisory.

There is no substitute for **experience,** of course—the experience you will gain (or are gaining) as a teacher in an actual school situation. The important point is that you keep yourself open to these experiences and opportunities, and that the staff of various schools view themselves not as individual competitors in the education game, but as **colleagues** cooperating to achieve a common goal.

Relationships with Faculty and Administration

Cooperation is, of course, extremely important in your relationships with the faculty and administration of your own school. Your participation in school-wide activities is one way to keep lines of communication open to other teachers and administrators. For example, you might become a member of a school-wide planning committee in which an overall educational philosophy (going beyond the purposes and objectives of your own service area or of vocational education in general) is debated, formulated, and translated into educational objectives and goals.

To do this sort of planning effectively, you need to be able to review and evaluate existing policies and goals in terms of social, economic, and educational trends, issues, and realities—to maintain, in other words, a **perspective** on education that is wider than a knowledge of your own field or your own classroom. In addition, of course, your knowledge of vocational education and your specialty area will be a valuable source of input to planning.[1] When working with others to formulate policy or solve mutual problems, your attitude toward education in general and toward your coworkers becomes crucial.

There will be many instances when the cooperation and goodwill of fellow teachers and the administration will make your work far simpler and more profitable. If your relationship with the other adults in the school does not allow for this kind of mutual support, the instruction of your students may suffer and your own morale will almost certainly be adversely affected.

Where teachers compete with and try to undermine one another, daily school activities become a depressing, lonely job for each teacher. Where a lively, healthy rapport exists, on the other hand, everyone tends to have a more pleasant attitude toward his/her job and to perform it more efficiently. Needless duplication of effort is avoided, and things are accomplished that individual teachers could never manage alone.

The following guidelines may be helpful for a vocational teacher in working effectively with his/her colleagues.

- **Find out what is expected of you by the administration and staff.**—Strive to do your share of the work and more if the situation calls for it. Never take credit for the ideas or work of others.
- **Consider the rights of other teachers when arranging and using departmental or school supplies and facilities.**—It is unfair, for example, to preempt the only available film projector to show films to your students every

1. To gain skill in formulating goals and objectives at these various levels, you may wish to refer to Module A–6, *Develop Program Goals and Objectives.*

day, thereby denying your co-workers the opportunity to show films to their students.

- **Never criticize another teacher in the presence of students.**—This may cause the teacher to lose the respect of students and undermine his/her authority. If you disagree with another teacher's attitudes or methods, it is often a good solution to go directly to that teacher and talk it over in private.
- **Communicate through proper channels.**—Do not bypass your immediate superior, because this may convey the idea that you do not respect his/her ability or authority.
- **Be courteous to all colleagues.**—Consider the suggestions and ideas of other teachers. Do not be afraid to ask for help and evaluation.
- **Avoid gossip and undue criticism of colleagues.**—Use discretion in informing others about the faults of a colleague. Avoid constantly running to a superior with complaints about a fellow teacher.
- **Make sure you have all the information before criticizing a new policy or procedure.**—Work to improve attitudes and ideas. Do not make anyone feel incompetent.

In all your relationships with co-workers, you need to demonstrate your respect for them—your acceptance of them as individuals with rights to their own ideas—if real working relationships are to be maintained. In your day-to-day contact with co-workers, try to keep them informed about concerns of mutual interest, and to hold periodic consultations with other teachers and administrators for advice on teaching or other professional activities.

If you think of your co-workers as colleagues and resource persons, you have potentially available to you a whole host of ideas, instructional units, teaching strategies, human relations information, etc., that you otherwise might not be aware of. Again, discussions with colleagues, and your own experience as a teacher, will give you many other ideas for maintaining working relationships with the faculty and administration of your school.

Obviously, this sort of cooperation and respect works both ways. Its ultimate purpose is not to make things easier for you, but to create the conditions and atmosphere in which students can learn. Without two-way, open, and continuous **communication** between staff members, avenues of mutual help may be closed, and unnecessary problems and misunderstandings may arise which ultimately can affect your ability to work with students.

For example, if a teacher or administrator is unaware that some action of his/hers is causing friction, we do not do that person a favor by ignoring it, or grumbling about it with close friends, or suddenly—after months of tension—standing up in a meeting and attacking him/her without warning. In an atmosphere of mutual respect—one in which co-workers are talked **to,** not **at**—open **discussion** of problems will probably not be seen as a threat.

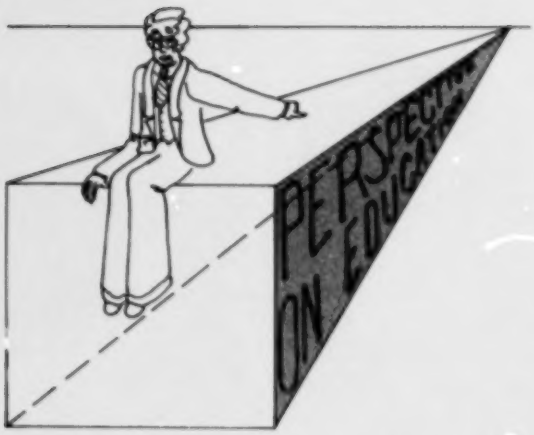
The key, again, is your attitude toward others and toward the fulfillment of your responsibilities as an educator. Most people will respond favorably to an honest expression of **concern** based on an evident awareness of, and sympathy with, **their position.** This kind of atmosphere and professional behavior creates a model for students, and is just as important to their growth as the technical skills and information we provide.

Relationships with Supporting Staff

The need for an atmosphere of mutual respect extends beyond your relationships with colleagues to your relationships with the school supporting staff. The school supporting staff may include the secretaries, custodians, librarians, equipment repairpersons, bus drivers, school nurse, and clerical and supply workers. Do not disregard the important role played by non-teaching personnel. They contribute heavily to the daily operation of the schools.

In many schools, the school secretary effectively manages the day-to-day operation of the institution. This person is in a pivotal position to assist you in many ways, including expediting supply orders, providing clerical services, keeping records, and interpreting school policies and procedures. The custodial staff, and particularly the head custodian, can make the teacher's task easier by providing classroom supplies, keeping lighting and ventilation in optimum condition, cleaning the laboratory and keeping it orderly, and perhaps aiding in routine equipment maintenance. It is only the better part of wisdom, therefore, for you to keep on good friendly terms with these staff members, and to work cooperatively with them in every possible way.

Interaction with the secretary, school nurse, and bus drivers might be the only contact some people in the community have with the schools. Therefore, you should communicate consistently with them and encourage two-way communication. The same respect you give fellow teachers and administrators should be given to the other staff members. Aside from the fact that this is simply good human relations, these persons probably be-



long to organizations and have interests, hobbies, and affiliations which put them in contact with a variety of people in the community. When you need the community's support for a special issue (such as a new building or program), you can gain the backing of more members of the community if the total staff knows what the school's needs are.

One way to show respect is by becoming aware of the supporting staff's responsibilities and the conditions under which their services can be used. Cooperate with the supporting staff members as often as possible. For example, as a vocational teacher, impress upon your students the importance of a clean room and the need to place paper in the wastebasket instead of on the floor. The custodians will appreciate the thoughtfulness you have shown by helping to keep your room clean.

By expressing an attitude of sincere and friendly cooperation, you will maintain good rapport with supporting staff members. Do not draw a line by saying that assisting the staff is not one of your duties. Sometimes, establishing good relationships and cooperating with others means going beyond the functions listed on your job description.

Optional Activity

You may wish to arrange through your resource person to interview a vocational teacher in your service area concerning his/her experiences in working with personnel in other schools and in the state department, and with the faculty, administration, and supporting staff of his/her own school.

The following items check your comprehension of the material in the information sheet, Cooperating with State and Local Educators, pp. 8–10. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What does cooperating with other educators mean to you as a vocational teacher?

2. What activities might you engage in as part of your relationship with state department personnel?

3. Why is it necessary to cooperate with other teachers and administrators and to have frequent discussions with them?

4. Describe the type of relationship you as a vocational teacher would like to have with school supporting staff. Why is this relationship important?

5. How may you establish a good relationship with personnel in other schools?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Answers will vary, but you should have noted that cooperation with other educators is a very important aspect of the teaching profession. Vocational teachers have a responsibility to create the conditions and atmosphere in which students can learn, and to provide accurate, up-to-date instruction in the skills of the occupation.

   Effective, up-to-date teaching requires communication with, and cooperation among, those in the field. Sharing ideas and resources, participating in activities beyond the classroom, providing a model for students through your relationships with others—all of this contributes to your growth, the growth of the school and the profession, and ultimately, the growth of your students.

2. Your contacts with state department personnel include those in which you request and **receive information and assistance** from these personnel, those in which you **provide assistance** to them, and those in which you **work together** on various projects. For example, if you were developing goals and objectives for your service area or one of your courses, one valuable source of input would be your state plan for vocational education, and other ideas and resources available from the state department. If state department personnel were conducting research concerning an instructional innovation or the attitudes and needs of classroom teachers, you might be asked to participate.

   As a professional, you may belong to one or more professional organizations in which you work together with state department personnel to promote and upgrade your profession. Your contacts will range from the fairly routine activities necessary to the ongoing operation of the school and to the state's educational effort (e.g., completing reports) to more extensive, "creative" activities influencing vocational teaching (e.g., curriculum development).

3. A pleasant working attitude should be conveyed by a vocational teacher at all times. Let your co-workers and administrators know that you are willing to help. Allowing students to see how well faculty members and administrators cooperate sets a good example for them. If a pleasant cooperative attitude is not maintained, the instruction of the students may be affected, and the feelings of the students may change toward you.

   Periodic consultations with other teachers and administrators can be a source for obtaining ideas on teaching strategies, instructional units, and human relations information. Serving on planning committees (e.g., committees charged with translating educational philosophy into educational objectives and goals) contributes to the development of an "educational community" in which professionals work with each other to achieve common goals.

4. Supporting staff members play an important role in the educational process and should be given the same respect as you give fellow faculty members and administrators. These people may be able to convey the needs of the school or a program that is being developed to a particular segment of the community better than you can. As a vocational teacher, you should try to assist them in any way you can and to know their responsibilities and the ways in which their services can be put to the best use.

5. A good relationship may be established with other schools by inviting their staff members to school functions, planning joint programs and/or field trips, sharing employment information and/or equipment, and traveling to professional meetings. As a vocational teacher, you must keep the lines of communication open and provide an atmosphere in which helping students to learn is an effort shared by all.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Cooperating with Other Educators, pp. 6–10, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

Given case studies describing how three teachers worked with other educators, critique the performance of those teachers.

NOTE: The next two items involve critiquing three case studies in writing on an individual basis. If you prefer, you may work with peers in discussing and critiquing the case studies.

You will be reading the Case Studies, pp. 16–19, and writing critiques of the performance of the teachers described.

You will be evaluating your competency in critiquing the teachers' performance in working with other educators by comparing your completed critiques with the Model Critiques, pp. 21–22.

NOTE: The following activities involve critiquing three case studies in writing on an individual basis. If you prefer, you may work with peers in discussing and critiquing the situations described.

Read the following Case Studies describing the relationships of three vocational teachers with other educators. Each of the situations is followed by some key questions relative to the teacher's performance. Use these questions to guide you in **preparing written critiques** of the teachers' performance in working with other educators, and in **offering suggestions** for improved relationships.

CASE STUDIES

Case Study 1:

James Hall, business and office education teacher and chairperson of vocational studies at Sycamore Heights Central School, sat in his office and pondered his position. He wished that there were wiser counsel available upon which he could call. One thing seemed certain—something had to be done!

Hall had been in the system for several years as a classroom teacher in business and office education and had been recently elected chairperson of vocational studies by his co-workers, and vice-principal by the board of education. His work in the community and in the school had given him a good deal of leadership opportunity, and both faculty and townsfolk regarded Hall favorably.

He had recently married another teacher in the system, and people assumed that he would stay in Sycamore Heights in his present position until the supervising principal, Edmund Watts, changed jobs. At that point, Hall was expected to be named principal. Although Watts had been in the community longer than Hall, few expected him to remain permanently. Practically everyone expected Hall to stay. Watts just didn't seem to "fit in" with the community—not that there was much open antagonism, but rather, a lack of open acceptance.

The present problem facing Hall arose from the nature of Watts' philosophy. Watts had strong laissez-faire tendencies in his makeup and evidenced great reluctance to enforce school regulations among either faculty or students. Consequently, both groups were taking advantage of Watts, and morale was rapidly deteriorating. Watts seemed unaware of the situation, spending almost every day in his office and little time in other parts of the building. Because Hall had "risen from the ranks," he enjoyed closer relations with the faculty than Watts and, as a result of teacher confidences, was constantly aware of the increasing difficulties.

One morning, one of the teachers, John Travers, came to Hall's office, and the following conversation occurred.

Travers:

Can I see you for a minute, Jim?

Hall:

Sure, have a chair!

Travers:

Do you know if Watts spoke to the custodians about not moving the equipment in my room?

Hall:

I don't know. In fact, I didn't even know you had trouble with them.

Travers:

Trouble! I should say so. This is the fourth time this year that I complained about it. They move the duplicators in the process of cleaning. Each time they do, I have to adjust everything.

Hall:

Maybe he hasn't had a chance to see them yet.

Travers:

I think he's afraid to speak to them about it, just the same as he's afraid to speak to them about taking milk from the cafeteria for their lunches. The cafeteria is short each month because of them, and the board has had the manager on the carpet about it. Who knows what else they've been taking.

Hall:

I'll speak to him about it, and maybe we'll get this thing straightened out.

Travers:

You know better than that, Jim. He won't do anything about it. I guess I just came in to blow off steam. I wish he'd get another job so that you could take over. Wouldn't be a bad idea, if you ask me. Well, I'll see you later.

After Travers had gone, Hall reviewed the conversation. It was the sixth such complaint from a teacher that week. All of them had shown impatience with Watts' failure to take action. Hall knew from his own experience that the complaints were usually justified. He had had similarly unsatisfying encounters. However, he doubted that the principal was afraid. He believed that, by nature, Watts was infinitely more philosophical than executive and shied away from unpleasant personal contacts. Hall felt that Watts' behavior was putting him in an awkward position.

That night at supper, Hall and his wife had the following conversation.

Mrs. Hall:

You missed a coffee party period today.

Hall:

I was pretty busy all morning. What happened?

Mrs. Hall:

The four new teachers from Taylor Teachers College, who are all part of the vocational department, got together, appointed student monitors to watch their classes, and came down to the faculty room for a coffee klatch. They stayed almost all period.

Hall:

I wonder if they are aware of the school rule against leaving classes without faculty supervision.

Mrs. Hall:

They knew all right, but figured that since Mr. Watts has only been on the top floor for scheduled observations, he probably wouldn't even know.

Hall:

I thought they were going to be real good teachers, too.

Mrs. Hall:

They probably would if things weren't so lax. It's so bad now that the math teacher who has first period free isn't even going to come to school until 9:45. You ought to do something about it.

Hall:

That's just too much. I will do something about it.

But, the next morning Jim Hall could not determine what to do about it. If only there were some way to get Watts to exercise his authority without seeming to be undermining him, or "squealing" on the faculty. What to do?

Instead of reporting to Watts the trouble he was experiencing with the custodians and the duplicating equipment, what alternate course of action could John Travers have followed? How could Jim Hall have made working conditions and relationships at the school more productive and positive?

Case Study 2:

Julia Brockton, home economics teacher, has been teaching at Mitchell High School for twenty years. Mitchell is in an upper-middle class residential area. The school is well equipped and the classes are small. The PTA is very active and helpful in its cooperation with school authorities. Ms. Brockton is an effective teacher who spends much time on her lesson plans, but she participates in no community activities, and takes little interest in anything about the school outside of her own room.

Recently, the school district lines were redrawn, and a large number of students from an economically depressed area of the city will be entering Mitchell High School in the fall. The school administrators intend to introduce a wider variety of courses to meet the needs of this new clientele, and have asked several teachers (including Ms. Brockton) to take on these courses. They have encouraged all the staff to take advantage of any opportunity to upgrade and develop their professional skills as well as their understanding of a variety of cultural backgrounds and life styles.

During a teachers' meeting, the staff was informed that during the summer the state department of education would be conducting a two-week workshop in the development of curriculum for occupational preparation in food services. The workshop would focus in part on understanding the background and needs of disadvantaged students.

After the meeting, Ms. Brockton informed two recently hired teachers that, since she had been teaching for twenty years, she saw no need to attend any such workshop, and hoped she would not be expected to change her teaching methods to suit "those people." One of the teachers said that, rather than attend the workshop, he was going to ask the state department for some curricular materials to help him with the new course he would be teaching, and any other materials that might be helpful. The other teacher said that she would attend the workshop. Both teachers offered to share their materials and experiences with Ms. Brockton.

Ms. Brockton replied angrily that she didn't believe in coddling students, that the new students would either have to "keep up with the fast learners" or fail her course. Then she criticized the other teachers for being too "radical" in their views, and too new on the job to know what they were talking about. As she launched into her lecture on how they **should** be teaching, the two teachers beat a hasty retreat.

What faults do you see in Ms. Brockton's attitude toward the workshop and gestures offered by fellow workers? How could the new teachers help Ms. Brockton to see the importance of cooperating with colleagues in this situation?

Case Study 3:

Andrew Norton is a vocational education teacher in **your service area.** This is his first teaching job, and you as an experienced teacher have been asked to take him "under your wing" for awhile until he gains experience and confidence. Early in the school year, a friend of yours who teaches at a nearby area vocational school calls to ask why, for the first time in five years, he and his class had not been included in the field trip to the XYZ Company conducted annually by Norton's predecessor.

Since this is Norton's first teaching job, what steps could he have taken to find out more about the school system? What was your responsibility in orienting him to his new position? How can the problem with your colleague in the nearby school be solved?

NOTES

Compare your completed written critiques of the Case Studies with the Model Critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Study 1:

Instead of reporting to Watts that the custodians were bothering the duplicators, Travers could have had an informal conversation with the custodians. While performing their cleaning duties, there may have been cause for them to handle the machines, and thus make readjustment necessary. They also may not be aware of the inconvenience they are causing him.

If he would explain to them in a courteous manner the problem they are causing, he may not have the problem again. It is advisable for Travers to try to establish a cooperative relationship with the custodians instead of running to tell the administrators about difficulties that may be solved without their help.

While Travers is having this informal conversation with them, he may mention to them in a courteous and helpful tone that the cafeteria staff only order enough milk for the students, and that, whenever they take a carton of milk, a student goes without milk. He may express his desire for all of them to work as a team with the goal of educating students and making the conditions and atmosphere at the school conducive for learning to take place.

Travers could suggest that the custodians bring their milk to work with them, and ask the cafeteria manager if they could keep the milk there until lunch period. The custodians may be able to talk to the cafeteria manager about the possibility of ordering enough milk for them, and the payment for the milk could be worked out between them.

There is an obvious lack of communication among faculty, administration, and supporting staff at Sycamore Heights. Hall is part of the "in" group, and although he does not **obviously** play on his popularity for purposes of self-advancement, he undermines Watts' position simply by allowing the others to label him the "good guy," and failing to work with Watts to improve relationships at the school. Since Hall is aware of all the difficulties, it is his responsibility to discuss these problems with Watts, who is apparently unaware of just how bad things have gotten.

It may be that Watts will take it personally, or refuse to act. But, apparently no one, including Hall, has really given him a chance. They have assumed that their occasional complaints are sufficient, yet it appears that no one has spoken to Watts about his administrative philosophy. Perhaps setting up a formal procedure whereby problems and complaints could be aired, and administrative decisions clarified, would bring conflicts out in the open, enable Watts to strengthen his position, and provide a structure whereby problems could be averted or solved.

Since Watts apparently believes in a non-authoritarian approach to supervision, perhaps Hall could suggest some sort of democratic procedure which, by allowing everyone a chance to participate, would be something Watts could live with. Such a suggestion, if offered in the right spirit, would not make Hall appear to be criticizing Watts or "squealing" on the faculty, but to be offering a way to improve communication and cooperation at the school.

Case Study 2:

Julia Brockton is a good example of a teacher who views herself and her classroom as isolated from the rest of the educational community, and who has thus cut herself off from many opportunities for personal and professional growth. This limitation probably has in the past and certainly will in the future affect her ability to help students learn.

She is unable to recognize how helpful the state department could be to her in expanding her professional competencies. Thus, she will undoubtedly fail to ask for advice and materials from the teachers who will be getting help from the state department. In addition, she clearly does not accept her co-workers as individuals, and will probably continue to try to force her ideas on them.

That Ms. Brockton **needs** to open herself up to the ideas and perspectives of others is apparent in her comments concerning the new students at Mitch-

ell. She is hostile to new ideas and to people that she automatically perceives as differing from her value system and life style.

But more importantly, she has a stereotyped conception of the new students which will probably get in the way of her ability to help them learn. She has typed them as "slow," and probably also assumes that they will be less articulate, less willing or able to follow directions, and more of a discipline problem. Such preconceived notions will probably create a "self-fulfilling prophecy" effect in her classroom—her students will have a hard time avoiding living **down** to her expectations, no matter how inaccurate. Thus, unless something is done, problems will arise which will affect her students and, ultimately, the whole school.

At this point, it is difficult to see what can be done to help Ms. Brockton see the value to herself and to her students of cooperation with state educators and with the faculty and administration at Mitchell. If the rest of the staff provides a model for her in their attitudes and relationships, and continues to offer their assistance, she may change.

Perhaps the newer teachers might ask her to help **them** with certain problems or instructional units, in light of her long experience. The important consideration here would be that the teachers would need to be sincere in their request and in their respect for Ms. Brockton. Otherwise, Ms. Brockton would probably perceive their action as manipulative, and respond with even more hostility.

Case Study 3:

Apparently, you have neglected to fill Norton in on the many kinds of contacts maintained between the faculties and administrations of your school and other schools. Norton has not been on the job very long, and has probably been too busy learning his new responsibilities to ask about his predecessor's relations with other schools. In fact, he may not even realize that such contacts exist at all. Ideally, of course, he **should** have asked questions, consulted with other teachers, and assumed more responsibility for his own learning in this new situation.

This problem can probably be solved rather easily by informal conversations with Norton, in which you explain that maintaining good relations with other schools is an integral part of his responsibility as a vocational teacher and member of the educational community. If this concept is to have any meaning to him, of course, you will need to identify specific examples of cooperation between schools, especially those contacts common in vocational education and in your service area.

In addition, you should indicate **why** such contacts are maintained, citing some specific benefits for Norton, or his students, or vocational education, or the community, etc. (Answers will vary depending on the service area and experience of the teacher. Your answer should include **concrete** examples relevant to vocational education and to your own service area.)

LEVEL OF PERFORMANCE: Your completed critiques should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Cooperating with Other Educators, pp. 6–10, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

While working in an actual school situation,* work with state and local educators.

As you fulfill your teaching duties, seek and accept opportunities to work with state and local educators. This will include—

- maintaining liaison with state department personnel
- maintaining good relations with personnel in other schools in your area
- cooperating with the faculty and administration of your school
- fostering good working relationships with your school's supporting staff

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time.

Arrange to have your resource person review your documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 25–26.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in working with state and local educators.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Work with State and Local Educators (G–9)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In working with state and local educators, the teacher:						
1. sought opportunities to cooperate with other schools in activities providing mutual benefits	☐	☐	☐	☐	☐	☐
2. invited other schools to attend special programs and activities	☐	☐	☐	☐	☐	☐
3. kept lines of communication open with the faculty and administration of other schools	☐	☐	☐	☐	☐	☐
4. attended teacher workshops and meetings conducted by state department personnel	☐	☐	☐	☐	☐	☐
5. supplied information to state department personnel when requested	☐	☐	☐	☐	☐	☐
6. requested information from state department personnel when needed	☐	☐	☐	☐	☐	☐
7. achieved communication with school administrators and faculty by participating in school-wide activities	☐	☐	☐	☐	☐	☐
8. maintained cooperation with school administrators and faculty by keeping them informed about concerns of mutual interest	☐	☐	☐	☐	☐	☐
9. held periodic consultations with school administrators and faculty for advice on teaching and other professional activities	☐	☐	☐	☐	☐	☐
10. conducted professional business through established channels	☐	☐	☐	☐	☐	☐
11. accepted co-workers as individuals and considered their ideas and points of view	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
12. reviewed school policy concerning the school supporting staff's responsibilities and the conditions under which their services could be utilized	☐	☐	☐	☐	☐	☐
13. asked each member of the school staff to perform only those tasks within their job description	☐	☐	☐	☐	☐	☐
14. established rapport with the supporting staff through a friendly, cooperative relationship	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time.

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—

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